

## Seneca Home Town Girl Returns As Medical Student

*Cynthia Gilster, HPS Coordinator, Upstate AHEC*

Lauren Yarrow recently returned to Seneca Medical Associates as a third year MUSC medical student to do a six week Rural Family Medicine rotation in partnership with Upstate AHEC. Lauren attended RC Edwards Elementary and was a 2001 graduate of Daniel High School. "As a home town girl, I was destined to become a Tiger", said Lauren.



As an undergraduate at Clemson University, Lauren worked with Dr. Ed Evans at Seneca Medical and volunteered as a Spanish

interpreter for Hispanic obstetrics patients at the mobile clinic in Walhalla. During the summer, she also interpreted for rural clinics in the Marietta region of SC.

During her senior year at Clemson, Lauren was offered the Fullerton Scholarship from MUSC, a prestigious award which gives students \$80,000.00 towards their tuition. Nominees from North and South Carolina are submitted by medical universities, go through rigorous interviews, and are then chosen from a pool of candidates by a committee. Students are selected based on their commitment to improving their community, academic excellence and merit. The scholarship was developed as an incentive for students to return to rural South Carolina and practice medicine.

Seneca Medical Associates (SMA) received the 2007 South Carolina AHEC Site of the Year Award which recognizes community based

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## Cross Border Collaboration Seeks to Strengthen Health Careers Programs

The South Carolina AHEC Health Careers Program team met with the Health Careers & Resource Diversity team of the North Carolina AHEC system on November 28 – 29, 2007 in Charlotte, NC. The meeting was the first to occur between the two teams since 1999 and each program shared information about their respective state and regional health career programs and explored opportunities for future collaborative efforts.

"The North Carolina and South Carolina AHECs have a long history of collaborating on health careers programs," explains Michelle Boyd, Education Specialist, Charlotte AHEC Health

Careers & Leadership Development and meeting hostess. "This meeting provided an opportunity for both states to network, and to share programs and activities that encourage/motivate promising young people and adults to consider and succeed in health programs."

South Carolina AHEC looks forward to future meetings and potential collaborations.

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practices serving South Carolina health profession students. Students rotating at SMA are provided with a unique educational opportunity in that the Seneca Lakes Family Medicine Residency program, directed by Dr. Evans, is also located at SMA.

As a returning medical student, Lauren will once again work with Dr. Evans, as well as

the other physicians and residents at Seneca Medical Associates, to learn the clinical aspects and “art” of becoming a family physician.

“I’ve wanted to be a doctor since third grade when I read a book called, “My Book for Kids with Cancer”, explains Lauren. “I thought, wow, now I could really make a difference doing something like this!”

## **Annals of Family Medicine Highlights Work Being Done by Residents in Trident/MUSC Family Medicine Residency Training Program**

The Annals of Family Medicine has released a supplement containing articles of resident research. A resident must have served as first author in order for the manuscript to be considered for publication in this supplement.

Residents from the Trident/MUSC Family Medicine Residency Training Program contributed three of the six articles published in this supplement. In addition, the Editorial was authored by Peter J. Carek and Arch G. Mainous, III from the same program.

Trident/MUSC Family Medicine Training Residency Program articles include:

*The State of Resident Research in Family Medicine: Small but Growing*  
Peter J. Carek and Arch G. Mainous, III

*Investigating Complementary and Alternative Medicine Use in a Spanish-Speaking Hispanic Community in South Carolina*  
Philip Trangmar and Vanessa A. Diaz

*Attitudes and Beliefs About Emergency Contraception Among Patients at Academic Family Medicine Clinics*  
John W. Campbell, III, Stephen C. Busby, and Terrence E. Steyer

*Improving Anticoagulation Therapy Using Point-of-Care Testing and a Standardized Protocol*  
Curtis A. Franke, Lori M. Dickerson, and Peter J. Carek

Visit [http://www.annfammed.org/content/vol6/suppl\\_1/](http://www.annfammed.org/content/vol6/suppl_1/) to read them for yourself.

Congratulations to the Trident/MUSC Family Medicine Training Residency Program residents and their faculty mentors for a job well done.

South Carolina Area Health Education Consortium

Executive Director  
David R. Garr, MD

South Carolina AHEConnects Editor  
Ragan DuBose-Morris, MA

## AnMed Health Family Medicine Residency Program Holds Dedication Event To Honor Directors And Celebrate New Location

The AnMed Health Family Medicine Residency Training Program recently held a dedication ceremony celebrating its new location and the successful completion of the Campaign for Medical Education Excellence, which raised more than \$450,000 to make the move possible.

The Third Floor, C Wing in the Oglesby Center at the AnMed Health North Campus is now occupied by the Family Medicine Residency Program. The area was dedicated on January 27, 2008 to Dr. Jimmie Halford for his leadership as the program's founder, first director and for his commitment to providing quality education and development of family physicians. The Resident Learning Center was dedicated to Dr. Jay Buehler who attended the program and led the program's growth when he returned to serve as the program's second director for ten years following Dr. Halford's retirement in 1992.

"We are deeply appreciative of the support we received to help us exceed the campaign goal and move the Family Medicine Residency Program into a more spacious, modern facility," commented John A. Miller, Jr., FACHE, President of AnMed Health. "The dedication to Drs. Halford and Buehler signifies the great history of this program and the legacy of exceptional patient care, learning and teaching that they started here more than 30 years ago."

Enabling the residency program to expand and provide quality medical care for more patients, the new 25,000 square foot space features 24 examination rooms, four procedure rooms, comfortable patient waiting area and a learning center. Established in 1975, the Family Medicine

Residency Program at AnMed Health has graduated 239 graduates who have gone on to become outstanding family doctors in the Anderson area and throughout the world by providing much-needed preventive and primary care.



*AnMed Family Medicine Residency Training Program Director, Dr. Stoney Abercrombie, proudly stands with check that helped make the new facility a reality.*

"This was a very exciting event on many levels," commented the current Residency Director Dr. Stoney Abercrombie. "Not only did we exceed our campaign goal and move into a larger space to more adequately support the residency faculty and students and the patients we serve, but

it brought together many of the residents who attended the AnMed Health Family Medicine Residency Program to contribute to the program and celebrate its ongoing success." The campaign received 100 percent participation from current faculty and residents.

"Our residency program is one of the best in the region. We are committed to its continuous growth in order to offer great learning opportunities to more residents and provide patients with quality and compassionate care," commented Senior Associate Director and former Chief Resident Dr. Matthew Cline.

Visit the new Family Medicine Residency Program facility at 2000 East Greenville Street, Suite 3600 in Anderson, South Carolina. Additional information about the Program can be found at [www.anmed.com](http://www.anmed.com) - click on Physicians and then Family Medicine Residency Program.

## The South Carolina Cross Cultural Healthcare Project: Part 1

Emily Warren, HPS Coordinator, Lowcountry AHEC and Susan Kyzer, Project Manager, Upstate AHEC

*¡Bienvenido al SC Cross Cultural Healthcare Institute! Aquí está su cuaderno. Estamos tan contentos que usted estará con nosotros esta semana. Por favor marque en esta hoja de papel "sí" o "no". Los baños están por el pasillo a la izquierda.*

This was the greeting heard by the participants of the 2007 SC Cross Cultural Healthcare Institute at the registration desk. Some could understand a little, some spoke Spanish, but the majority felt confused and uncomfortable. Not only were they addressed in a language they couldn't understand, it was clear from the nonverbal communication of the registrar that they were being expected to sign a form! What did the form say? Should they sign or refuse? This was the first of a series of "immersion activities" to help the nurse participants understand a little of what it is like to be in a situation where you do not understand the language.

### **The Grant**

The South Carolina Cross Cultural Healthcare Project (SCCCHP) is a three year grant funded through a Nurse Education, Practice & Retention Program from the U.S. Bureau of Health and Human Services, Health Resources & Services Administration. The SCCCHP is designed to achieve two purposes:

- (1) To train nurses to be more culturally competent when caring for all patients, but especially those who do not speak English; and
- (2) To give nurses an opportunity for professional development.

The cultural part of the project focuses on South Carolina's rapidly increasing Latino/Hispanic population and the professional development piece focuses on assisting nurses in becoming more effective change agents within their organizations and within their profession. The SCCCHP has three phases. The first is a four-day Institute held in the Fall of

2007, followed by the second phase, a 6 month period in which the participants develop and implement a project in their home facility designed to impact access or quality of care for limited English proficient (LEP) patients. The third phase is a conference held in the Spring that provides an opportunity for the nurses to present a poster about their improvement project to a statewide audience as well as learn from nationally known speakers.

### **Content**

The three four-day Institutes, two held in the Upstate and one in the Lowcountry, provided a total of 77 nurse participants with a comprehensive approach to understanding and providing culturally competent health care, the motivation to facilitate culturally competent changes in their organization, and the tools to disseminate cross cultural knowledge. Each day of the Institute allowed the participants to expand their cross cultural knowledge and the classroom content included focuses that were enhanced by evening experiential activities.

Assessment was the focus of Day 1. The participants were educated on statistics related to South Carolina's Hispanic/Latino population and their healthcare needs. They were introduced to a variety of cultural awareness and organizational assessment tools and learned about organizational mandates related to cultural competency such as the Culturally and Linguistically Appropriate Services (CLAS) Standards.

Not only did the participants gain a tremendous wealth of knowledge in the classroom but the evening immersion activities contributed to their learning as well. On the first evening, the participants attended a pre-arranged dinner outing in a Spanish speaking environment. The participants were challenged with the language barrier as the menus were in Spanish and the servers only spoke Spanish.



The Hispanic/Latino Culture was the topic of Day 2. The participants learned how social and cultural factors impact health beliefs and behaviors. Barriers to care, such as poor communication between patients and providers, and the importance of utilizing interpreter services were discussed. In the evening, the participants had the opportunity to practice skills presented earlier in the day. Through role playing exercises, they were able to enhance their comfort level with using an interpreter. In pairs, they met with a Spanish speaking “patient” and utilized a medical interpreter to converse with the patient. Each participant was allotted five minutes to interview the patient in an ad lib Emergency Room triage scenario. After the exercise they critiqued each other’s use of the interpreter and discussed ways of improving.

On Day 3, the participants were instructed in the basics of project management. They were taught how to become an effective change agent in their organization utilizing evidence-based research to make an impact in cross cultural healthcare. To assist them with their future improvement project, the participants were assigned a coach. The coaches act as a resource or as a conduit for resources in the implementation of the nurse’s organizational project during the six months following the Institute.

The third evening was, for many participants, the most influential experience. They started the evening with a shopping trip to a local tienda (grocery store). Afterwards they attended a Spanish speaking church service or bible study.

One participant stated, “The church moved

me emotionally. It was a very powerful experience”.

The sentiment was shared by all those attending. The factor that seemed to have the most impact was the warmth and friendliness of the Spanish speaking congregations as evidenced by participant comments such as, “I have never felt so welcome anywhere in my life”, and “Everyone went out of their way to make us feel at home.”

The last day of the Institute focused on professional development issues related to disseminating new knowledge. Participants were introduced to writing for publication and how to prepare a high quality poster presentation. After four days of intensive education and immersion into the Hispanic culture, the participants celebrated by attending a fiesta complete with music and a Mexican buffet!

### **Outcomes:**

The Institute proved to be a very powerful learning experience for those who attended. Feedback was positive and participants reported eagerly looking forward to each subsequent day.

One participant stated: “Overall, this was an excellent educational opportunity. I attend 4-5 conferences per year and this was by far the most organized with attention to every detail. Nothing was overlooked. The daily surprises added to the eagerness of participants to return every day... I am



taking with me a new skill set to help with patients from diverse backgrounds and will encourage more of my staff to attend the next Institute. Very, very excellent educational opportunity. Thanks for being so passionate about this subject and sharing your expertise with me..."

*"I am now enlightened and inspired to leave this conference to try to start a change movement at my facility."*

In addition to the formal evaluations of the Institute, a pre- and post test were given to determine the progress made by the participants towards cultural proficiency. The Inventory for Assessing the Process of Cultural Competence among Healthcare Professionals – Revised (IAPCC-R) was used for this purpose. This well validated tool uses a numerical scale related to four category ranges: Culturally Incompetent, Culturally Aware, Culturally Competent and Culturally Proficient. At the end of three Institutes, one in 2006 and two in 2007, scores indicate that on average the participants came to the Institute in the "Culturally Aware" range and left in the "Culturally Competent" range. This rise in test scores certainly supports the anecdotal responses of the 77 nurses who attended these three Institutes.

### **Summary**

In summary, the three SCCCHP Institutes that have been held to date have accomplished the purposes of the grant to a degree that has been extremely gratifying. The staff of Upstate and Lowcountry AHECs, who worked tirelessly to bring these Institutes to fruition, agreed unanimously that the work has been some of the most rewarding they have ever done. The third year of the SCCCHP grant will see the expansion of the Institute into the two remaining AHEC regions, the Pee Dee and Mid Carolina, in 2008-2009.

Upstate AHEC had a vision to "seed" South Carolina with a cadre of nurse champions for culturally proficient care for all patients. This

quote from a participant in the Lowcountry sums up the fulfillment of what was intended when this grant was written:

"This conference began as a way for me to obtain a basic knowledge (very basic) of the cross-cultural aspect for my job. The icing on the cake was 4 days away by myself and the ability to obtain 22.5 hours CEU. There was no way in the world that I could have ever imagined the

amount of information I would learn in this short period of time. I am amazed, ashamed, embarrassed, enlightened, and inspired. Amazed and ashamed of the limited knowledge I had in regards to the Hispanic/Latino community. I am embarrassed by my employees and co-workers lack of interest (perhaps) in the federally mandated CLAS. I am now enlightened and inspired to leave this conference to try to start a change movement at my facility. I began this conference journey with maybe not the purest of intentions. But now I leave here with a changed attitude and the intent to make a difference somehow, someday. I have changed in my own attitude and perceptions and will work to promote change and acceptance in my workplace."

*This article has discussed the four-day Institute. A second article scheduled for the next issue of South Carolina AHEConnects will give details about the ongoing evidence based improvement projects of the nurse participants. A third article to be published in the following issue will focus on the statewide conferences and the overall results of the 2<sup>nd</sup> year of the South Carolina Cross Cultural Healthcare Project.*

*For additional information on this Institute, visit [www.upstateahec.org](http://www.upstateahec.org).*

## **South Carolina AHEC Continuing Education Coordinators Provide Valuable and Accessible Services for Healthcare Workforce**

South Carolina Continuing Education Coordinators are at the forefront of developing, partnering and offering programs across the state. Coordinators are acquainted with the healthcare providers in each of their regions and the topics that peak their interests. They are familiar with their region's best hotels, meeting facilities, and speakers. In addition, AHEC is an approved provider for required continuing education credit.

Planning, organizing, and conducting an educational conference can be rewarding, but can also be a challenge. Most association executive committees realize that having a competent person serve as overseer is vital to the success of a program. In addition to the services provided by the Continuing Education Coordinators, conference planning requires a great deal of time devoted to administrative work. Once again, regional South Carolina AHEC Centers are an outstanding resource because they provide staff support to administrative aspects of conference planning. Many healthcare groups are made up of full-time working members who volunteer to organize meetings in their spare time. The dedicated staff support provided by South Carolina AHEC is crucial to the success of these conferences.

Did you know that healthcare associations may contract with AHECs for assistance in these areas?

1. Preparing the conference budget, including venue and catering costs, while balancing with registration fee and sponsors.
2. Recruiting the appropriate target healthcare provider audience based on topic and location.
3. Selecting dates that do not conflict with other healthcare conferences.
4. Planning and keeping committee on an approved timeline.
5. Selecting appropriate hotel/meeting facility based on budget and space; venue site visit to select meeting rooms.
6. Negotiating contracts with meeting facilities based on the hotel rooms reserved, meeting space, and catering needs.
7. Recommending speakers, designing Call for Abstracts, and assisting with biographical data forms and the objectives for sessions.
8. Recommending sponsors/exhibitors, and developing sponsor forms.
9. Drafting registration forms.
10. Developing session and conference evaluations.
11. Setting agendas to maximize approved credit for conference.
12. Preparing session descriptions based on objectives.
13. Applying for credit and placing correct credit statements on all printed material.
14. Marketing conference through AHEC contacts, website and mailing lists.
15. Developing marketing materials, "Save the Date" postcards, and brochures.
16. Processing registrations, sending confirmations, and assisting with on-site registration.
17. Copying handouts, and preparing conference syllabus.
18. Preparing name badges.
19. Supplying and assisting with AV equipment on-site.
20. Sending thank you notes to speakers, sponsors, and volunteers post event.
21. Processing evaluation summaries.

For more information about the services and partnerships available through your local Continuing Education Coordinator, visit [www.scahec.net](http://www.scahec.net) and select Continuing Education.

## Changing Your Relationship to Stress

Twenty-one people turned off their cell phones, took off their watches, and tuned inward for a Mindfulness-Based Stress Reduction class. This six hour class was conducted by Ramita Bonadonna, PhD, RN, from the Medical University of South Carolina (MUSC) at the Lowcountry Area Health Education Center.

Bonadonna teaches mindfulness-based stress reduction classes quarterly at MUSC, and collaborates with Lowcountry AHEC to reach outside of Charleston. Her personal interest in meditation sparked in the 1970s in an effort to manage her own stress.

After twenty years of practicing meditation and seeing the results in her own life, she heard about Dr. John Kabat-Zinn at the University of Massachusetts.

"Kabat-Zinn is a meditation practitioner," says Bonadonna. "He uses meditation as a strategy in helping people with medical and emotional illnesses." Working in the Division of Preventive and Behavioral Medicine, Kabat-Zinn's major research pursuits lie in the emerging field of mind/body medicine.

After attending Kabat-Zinn's workshop in South Carolina, Bonadonna joined with her colleagues to develop a program based on the stress reduction techniques they learned. Piloted at the Hollings Cancer Center, the course consisted of one evening class per week for a period of eight weeks. Bonadonna welcomed everyone to attend, not only cancer patients, survivors, and their family members, but also staff members and people with a variety of medical illnesses.

*"Even though you think you're aware of everything going on around you, if you take the time to slow down you'd notice a lot more things."*

The class held at Lowcountry AHEC on February 7<sup>th</sup> appealed to Lisa Marcus, age 38, who has previously attended similar courses at the Institute of Psychiatry at MUSC. As a full-time doctoral student, Marcus stays abreast of the latest medical research on meditation.

"The Institute started offering these courses because sooner or later doctors will be prescribing stress relief and meditation classes instead of prescribing medication," said Marcus. "Stress is the leading cause of a lot of physical and emotional problems."

Marcus convinced her friend Donna Murphy, age 45, who works for the Department of Social Services, to come to the workshop. But Murphy, a single mother of three teenage daughters, seemed skeptical of any stress relief. "If I walk out of here and I'm the same, then I'm the same," Murphy said before the class started. "I'm sure I'll learn something. But as far as getting rid of stress, I don't think so."

However, Bonadonna stated early in the class that their purpose was not to eliminate stress, but to change the way they related to it. She explained the interconnection between body and mind and how mindfulness, the practice of awareness in each moment, decreases stress and enhances health. She then asked everyone to take a vow of silence for the following six hours.

"Not having to talk was a big relief," said Shelli Terlizzi, age 37. "When I go to a conference or class I dread all the meaningless little chitchat that you feel obligated to do."

Terlizzi attended the course along with three of her coworkers from the Colleton County Board of Disabilities and Special Needs. One of her colleagues, Nicole Holmes, age 38, worried

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about the vow of silence. "When she said we weren't able to talk I thought if this was a test I was going to fail it," said Holmes. "But since no one else was talking I didn't have anyone to talk to. So it really wasn't that hard."

Bonadonna led the group through a few breathing exercises. She explained how breathing is an automatic process in the body, but is also a controllable one. Breathing, she said, was a method of mindfulness that we always carry with us and can tune into at any time.

Then the whole class filed outside for a walk in the park at the Colleton Medical Center. But instead of quickly striding laps around the loop, the students walked slowly, synchronizing their breath with the pace of their steps.



Stephanie Taylor, age 40, also works with Terlizzi. Taylor's friends have teased her because she naturally works at a slow patient pace and rarely seems stressed. During the walking exercise, other participants passed Taylor by.

"It confirmed that some things I do in my life are valid, because I do run the race by walking. I end up at the same place, but I go a little slower," said Taylor. At the beginning of the exercise many people cringed at the thought of walking so slowly for so long. "But before I knew it the bell went ding and we were done."

The group also practiced mindfulness while eating. Most of the participants said they felt a deeper satisfaction from the food by savoring each bite. Though at first they thought a salad would never fill their stomachs, the careful deliberate chewing of every morsel completely satiated their hunger.

Throughout the day, after each exercise, the

group discussed their discoveries. Everyone who gauged their stress levels as high at the beginning of the day, found them considerably lower by the end of the class. Holmes had estimated a low level of stress in her daily life in the morning, but by afternoon, her perspective changed.

"I thought I was relaxed, but now I'm really relaxed," said Holmes at the end of the day.

"I have to slow myself down. I want to get up earlier in the morning with the kids and make more time to let them move at their own pace." Other mothers mentioned a concern for incorporating mindfulness into their children's lives.

Kristi Willis, age 36, said she wants to carve out time in the afternoon to sit down and meditate with her daughter.

Murphy, though skeptical at the beginning of the day, enjoyed the class. "Even though you think you're aware of everything going on around you, if you take the time to slow down you'd notice a lot more things."

All the participants decided to integrate some of the techniques into their daily lives. Murphy committed to fifteen minutes of silent mindfulness before she starts each day. "It's like going to church on Sunday, if I don't go to church then my whole week falls apart," she said. "But if I can feel that peace in the morning then the rest of my day will go well."

*By STEPHANIE JADRNICKEK, Condensed from articles published January 29, and February 12, 2008 in the Press and Standard-Walterboro, SC. Contact the reporter at [scsteph@hotmail.com](mailto:scsteph@hotmail.com).*

## South Carolina AHEC Rural Physician Incentive Grant Recipient, Raymond K. Allen, MD, Still Serving Williamsburg County



Dr. Raymond Allen was one of the first recipients of the South Carolina AHEC Rural Physician Incentive Grants. After attending the Medical University of South Carolina and completing the Spartanburg Regional Medical Center Family Practice Residency Program, he returned to his birthplace in Williamsburg County and established Kingstree Family Medicine, in April of 1990.

Dr. Allen's practice is dedicated to providing quality primary healthcare to the citizens of Williamsburg County and surrounding areas. Through the years, the practice has grown and now employs a Family Nurse Practitioner and twelve other staff personnel.

In 1995, the practice became certified as an Independent Rural Health Clinic. This designation provides enhanced reimbursement rates to increase primary care services for Medicaid and Medicare patients in rural communities, through a team approach of physicians and midlevel practitioners.

Kingstree Family Medicine provides medical services to more than five hundred patients each week. They provide a broad range of services including pediatrics, general internal medicine, gynecology, dermatology, minor office surgery, school physicians, sports medicine, as well as numerous medical services to local industries. In addition, medical services are rendered to patients in Williamsburg Regional Hospital and Kingstree Nursing Facility.

Dr. Allen believes that, more so than in other specialties, the practice of Family Medicine encourages a lasting doctor patient relationship based on mutual trust. He strives to offer the best and highest standards of care to the people in his rural area of South Carolina.

Dr. Allen is married to B. J. and they have three children. One of their sons, Keels Allen, is following in his father's footsteps and is a junior in the College of Medicine at MUSC; their daughter, Ashley Allen, is employed by Novartis Pharmaceuticals; and they have an eleven year old son, Ryan Allen.

Dr. Allen is a perfect example of a dedicated physician who is a true blessing to the citizens of Williamsburg County!

*For additional information about the Rural Physician Incentive Grant program, contact Becky Seignior at [seignior@musc.edu](mailto:seignior@musc.edu) or 843-792-4439.*

### ***SOUTH CAROLINA AHEC FAST FACTS***

*Since 1989, the South Carolina AHEC Rural Physician Program has placed 345 physicians and 36 advanced level providers in rural and underserved areas with an overall retention rate of 85%*

## Pee Dee Coalition Strives to Increase Community Awareness

*Kenneth Barnes, Congressman Jim Clyburn's Office  
& Pee Dee Coalition Member*

In partnership with the Florence market of Cumulus Media, the Pee Dee Coalition created a public service announcement (PSA) for radio to increase the awareness of health careers across the Pee Dee region. The radio announcement aired February 11 – 29, 2008 and was specifically created to promote health-related career shadowing during the month of February which is considered Groundhog Shadowing Month in South Carolina.



Cumulus Media was supportive of the Coalition's need to better inform students and parents about the professional opportunities available in healthcare and to encourage the exploration of and academic preparation for health professions. The Florence market of Cumulus Media includes six FM and one AM frequency radio stations. The PSA aired on five of the stations which have greater appeal among African-American youth and adults.

Jervae McWhite, a sophomore at Wilson High School in Florence, and Timothy Ballard, a graduating senior at Darlington High School, provided the talent for the PSA.

"I was excited about the commercial and kept waiting to hear it on the radio", Timothy explained. "My friends started telling me that they heard me on the radio. That was pretty cool!"

Egi Oakman-Black of Cumulus Media provided a great deal of support and direction in the development of the PSA. Her professional input was very valuable in determining the best time of year to air the announcement and for presenting other community awareness projects.



encourage discussion among parents and students about the realistic options of becoming a health professional.

The billboards have been placed in Marion, Darlington, Florence, Clarendon, and Marlboro counties.

For more information about the Pee Dee Coalition for Health Careers, visit [www.peedeerc.org](http://www.peedeerc.org).



## Lowcountry Lunch Buddies Follow-up

*Toni Rehkop, Co-Chair, Lowcountry Coalition for Health Careers*

The Lowcountry Coalition for Health Careers, in partnership with the Beaufort Memorial Hospital, piloted the *Lunch Buddy Program* at Mossy Oaks Elementary School in Beaufort, SC in March 2007. The program facilitates small group discussions between students and practicing healthcare workers.

The Coalition's goal in implementing the *Lunch Buddy Program* is to promote an interest in health-related careers by establishing role model relationships, promoting academic and professional goal setting, and increasing health career awareness. A second session was facilitated during the Fall of 2007 where a total of 19 students participated.

The program targets 5<sup>th</sup> grade students who are considered "at risk" academically. Each meeting includes a minimum of 2 healthcare professionals and sessions are held weekly during the students' 40-minute lunch period. Games that have been specifically designed to support program goals include *Healthcare Hangman*, *What's My Healthcare Line*, and *Healthcare Bingo*. Additional components include weekly journaling, and mentoring conducted by e-mail and telephone.

Teachers of both 2007 Lunch Buddy sessions were asked to provide feedback related to the student's behavior following the completion of the 10-week program. Using a Likert scale, teachers provide feedback on the student's enthusiasm for the program, willingness to share information on the Lunch Buddy session, completion of homework, class participation and test scores. Survey outcomes noted high enthusiasm for participation, an increase in class participation and homework completion, and improved test scores. Students' willingness to share information about the program sessions varied drastically among the two groups.

Program guidelines have been modified for the 2008 session based upon the survey results. Meetings will now include a member of the school's administrative, counseling or health room staff in an effort to improve program outcomes. Their participation will assist in reinforcing the program activities, encouraging required journaling, and strengthening the student's perception of administrative interest and support of their personal goals. An orientation is also provided for the participant's teachers which outlines the content and goals of each session to encourage positive reinforcement and follow-up. High school co-op students have been added to the agenda for two sessions of the program, and the length of the program was shortened to eight weeks. Immediate observations include an increase in journal entries.



Noting that all the students are not initially interested in a clinical healthcare career, discussions are held to assist the students in relating their interests to health-related professions. Students are also encouraged to volunteer. Examples of

volunteer options include raking the yard of elderly neighbors, playing with younger children in the church nursery, cleaning teacher's desks, or anything that doesn't involve payment in return for service. The goal is to assist in building self worth and to lay a foundation for continuous service learning.

The Lunch Buddy program continues to provide an invaluable experience for the program facilitators. The Lowcountry Coalition is currently seeking to expand the Lunch Buddy program within the 12-county region by identifying elementary schools and individuals interested in coordinating the program.

For additional information regarding the Lunch Buddy program, individuals should contact program designer, Toni Rehkop, Coalition co-chair at [TRehkop@bmhsc.org](mailto:TRehkop@bmhsc.org). Additional information about the Lowcountry Coalition for Health Careers can be found at [www.lowcountryrc.org](http://www.lowcountryrc.org).



# HEALTH PROFESSIONAL CAREER PROFILE

## PSYCHOLOGISTS

Psychologists study people and animals in order to understand and explain mental processes and behavior. They collect and apply knowledge about the mental, emotional, and behavioral characteristics of individuals and groups. Psychologists may teach, conduct research, or serve as consultants or therapists.



### Places of Employment

- Correctional institutions
- Government health care agencies
- Health care clinics
- Hospitals
- Industries and corporations
- Schools and universities

### Educational Preparation

Individuals interested in becoming psychologists should take college preparatory courses. To become licensed as a clinical psychologist, a person generally holds at least a doctoral degree in psychology. Most doctoral programs in psychology and clinical psychology involve four to five years of study after receiving a bachelor's degree. Persons with a master's degree in psychology can work as organizational or industrial psychologists. School psychologists and some community mental health psychologists hold at least a master's degree in psychology. Others with a master's degree in psychology may work as psychological assistants under the supervision of doctoral-level psychologists, conduct research, and psychological evaluations or counsel patients. A bachelor's degree in psychology qualifies a person to assist psychologists and other professionals in community mental health centers, vocational rehabilitation offices, and correctional programs.

### Licensure, Certification and Registration

Psychologists in independent practice or those who offer any type of patient care (clinical counseling and school psychology) must meet certification or licensing requirements. South Carolina requires that applicants pass an examination in order to practice psychology in the state. A candidate may become certified by successfully passing an examination offered by the American Board of Professional Psychology.

### Educational Programs

Undergraduate programs in psychology are available at most four year colleges and universities in South Carolina in preparation for a career as a psychologist.

#### Master's Degree

- Citadel
- Clemson University
- Francis Marion University
- University of South Carolina, Aiken
- University of South Carolina
- Winthrop University, Rock Hill

#### Doctoral Degree

- Citadel
- Clemson University
- University of South Carolina

### Professional Organizations

American Psychological Association

[www.apa.org](http://www.apa.org)

Association of Black Psychologists

[www.abpsi.org](http://www.abpsi.org)

National Association of School Psychologists

[www.nasponline.org](http://www.nasponline.org)

South Carolina Board of Examiners in Psychology

[www.llr.state.sc.us/POL/Psychology](http://www.llr.state.sc.us/POL/Psychology)

South Carolina Psychological Association

[www.scpsychology.org](http://www.scpsychology.org)

## Nicole Richardson Encourages Students to Find Right Career for Themselves

"Had it not been for AHEC I honestly don't think I would be here right now", reflects Nicole Richardson, PsyD (c) and Health Careers Program graduate. "By working at Greenville Mental Health during the summer following my first year in college, I learned that I loved working with patients who were dealing with mental illness".

Nicole began her experiences with South Carolina AHEC as a member of the former Greenville AHEC (now Upstate AHEC) Health Careers Program as a high school sophomore. Through AHEC, Nicole explored several health professions and honed her interest to the field of mental health. During the summer following her freshman year at Erskine College, she was selected to participate in the AHEC summer internship program. She spent six weeks observing the day-to-day responsibilities of psychiatrists, psychologists and therapists as well as the support staff.

"When I worked at Greenville Mental Health during that summer, I looked forward to going to work", explains Nicole. "I learned that being a psychiatrist and spending most of my time prescribing medications, was not what I wanted to do. From this experience, I changed my goals to securing a job where I could spend a lot of time with my patients."

Nicole transferred from Erskine to Michigan State University and majored in psychology. The field of clinical psychology is the scientific study and application of psychology in order to understand, prevent and relieve mental distress and promote subjective well being and personal development. Psychological assessment and psychotherapy are primary components of the field; however, clinical psychologists also engage in research,

teaching, consultation, forensic testimony, program development and administration.

After earning her Bachelor in Science in 2003, she earned a Master of Science degree in Clinical Psychology and a graduate certificate in Disaster Mental Health from the University of South Dakota in 2005. Currently Nicole is completing a six month rotation at the Dutchess County Department of Mental Hygiene in

Poughkeepsie, NY as part of her Doctoral program in Clinical Psychology at Nova Southeastern University.

"I run therapy groups with clients who have extensive legal histories and are mandated to treatment by the courts."

Nicole also has a caseload of individual clients. Her final rotation which begins in March will include a part-time administrative

rotation and a clinical rotation in the county clinic where she will carry a caseload of individual adult clients with varying diagnoses.

Although Nicole occasionally finds it a little overwhelming to work with patients who are reliving past traumas with no sense of hope, she enjoys that "every day is brand new". She finds working with clients as they face their struggles and seeing them progress through their difficulties extremely rewarding. The passion and commitment to her clients are evident when talking with Nicole.

As she looks forward to a May 2008 graduation from Nova Southeastern University, Nicole is taking steps to solidify a long term goal. She is currently applying for post-doctoral fellowships and residencies where she hopes she will be able to prepare for licensure. With many areas of clinical psychology to choose from, she hopes to work with adult patients who have traumatic backgrounds and to volunteer as a Disaster Mental Health Counselor.



This future doctor's recommendation to high school students is to, "Get all the experience you can! Learn as much about your options as is humanly possible. Get to know people who are working in that career, ask them as many questions as you can. Don't assume you know what the job entails. Make sure that whatever career path you

choose, you are doing it because it makes you smile."

*Students interested in learning more about Nicole Richardson's experiences in preparing to become a clinical psychologist may contact her at [nrichard@nova.edu](mailto:nrichard@nova.edu).*

## NeuroBlast

Answer the following questions about the field of psychology and identify the answers in the word find below. Answers can be found at [www.scahec.net](http://www.scahec.net).

Z	W	A	B	C	G	K	P	E	R	P	E	G	E	L	L	O	C	U	T	V
P	E	O	P	L	E	S	C	I	R	T	E	M	O	H	C	Y	S	P	A	M
R	X	Y	Y	T	I	S	R	E	V	I	N	U	N	O	S	M	E	L	C	Q
O	P	G	E	B	P	O	I	L	B	S	C	T	U	F	W	B	M	A	B	P
G	E	O	D	Y	R	W	M	N	R	P	L	V	A	P	Z	Y	P	L	E	J
R	R	L	U	N	T	R	Q	E	D	V	N	R	E	S	E	A	R	C	H	D
A	I	O	C	O	L	W	T	G	Q	U	Z	A	P	Y	K	E	Q	C	A	E
M	M	H	A	M	X	S	A	N	E	L	S	P	I	D	O	Z	M	O	V	V
D	E	C	T	P	A	D	M	I	N	I	S	T	R	A	T	I	O	N	I	E
E	N	Y	I	M	A	E	R	H	T	Y	U	I	R	O	L	M	K	S	O	L
V	T	S	O	C	I	A	L	C	A	G	I	O	S	I	D	P	A	U	R	O
E	A	P	N	Q	F	T	Y	A	N	I	O	L	U	W	A	B	C	L	A	P
L	L	L	A	T	Z	C	A	E	I	E	B	Q	A	W	P	L	L	T	L	M
O	I	A	L	W	Q	P	I	T	M	M	N	M	V	C	X	U	N	I	Q	E
P	A	C	N	B	C	D	E	P	A	O	L	I	U	K	I	U	E	N	J	N
M	Y	I	H	O	T	G	R	F	L	E	D	W	L	L	S	N	K	G	Q	T
E	A	N	Z	X	I	S	D	C	S	F	G	H	A	B	O	M	I	O	I	A
N	H	I	J	Q	W	T	D	Y	H	V	C	X	T	M	P	C	A	L	M	L
T	L	L	H	G	V	F	O	D	C	Y	O	K	N	N	V	C	C	B	C	O
P	L	C	J	N	F	U	L	M	F	G	X	F	E	M	O	P	S	S	M	B
F	O	R	E	N	S	I	C	T	E	S	T	I	M	O	N	Y	U	V	U	X

1. The field Nicole Richardson chose to enter
2. Two South Carolina Colleges which offer doctoral degrees in psychology
3. Doctor of Psychology (abbrev.)
4. Five areas of emphasis in the field of clinical psychology
5. The two things that Psychologists study
6. American Psychological Association (abbr.)
7. Three characteristics which psychologists collect and apply knowledge
8. The degree held by most school and community health mental health psychologists
9. Seven areas of psychology specialization
10. Type of high school courses students interested in a career in psychology should take

## Mid-Carolina Coalition Takes to the Airways to Promote Health Career Exploration

The Mid-Carolina Coalition for Health Careers has taken to the airways and is getting the word out about health career exploration.

Each month, representatives from the Coalition visit the radio set of **The Urban Scene**, a daily talk show which seeks to increase awareness of the residents of Columbia regarding community topics and issues of concern. As panelists, the Coalition representatives present information for the successful navigation of students through the education and training framework to entering the health professions field. Panel topics have included: South Carolina's Personal Pathways; individual graduation planning for high school students; health career workforce issues; and resources available to support parental involvement in the exploration of health professions.



**Mid-Carolina Coalition**

FOR HEALTH CAREERS  
PROMOTING DIVERSITY IN HEALTHCARE

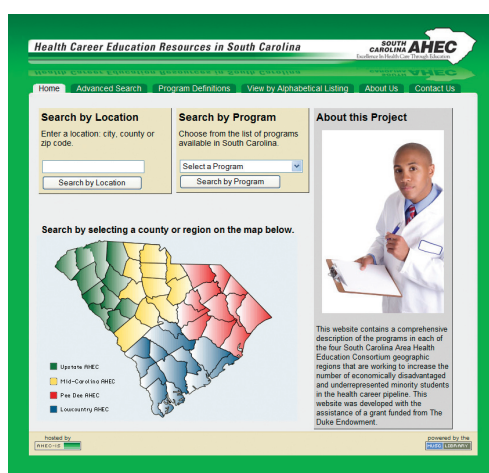
"The opportunity for members of the Mid-Carolina Coalition for Health Careers to appear on several community radio and television programs has helped the Coalition with its goal of community awareness of healthcare career opportunities among minority populations," states Lorinda Copeland, Coalition member and project coordinator. "Results are evidenced by actually hearing a radio listener call in and state that the topic being discussed was a good one."

Ms. Copeland, who represents the South Carolina Commission on Higher Education, sites the increased number of invitations for the Coalition to participate in high school events and further share health career information as evidence of the projects success.

**The Urban Scene** is hosted by Don Frierson and airs live on WGCB – 650 AM at noon. Additional media presentations have been included on ETV's **Connections** hosted by P. A. Bennett.

Ms. Copeland sums it up, "without awareness, there is no knowledge to result in any subsequent action."

For more information about the activities of the Mid-Carolina Coalition for Health Careers, visit [www.midcarolinarc.com](http://www.midcarolinarc.com).



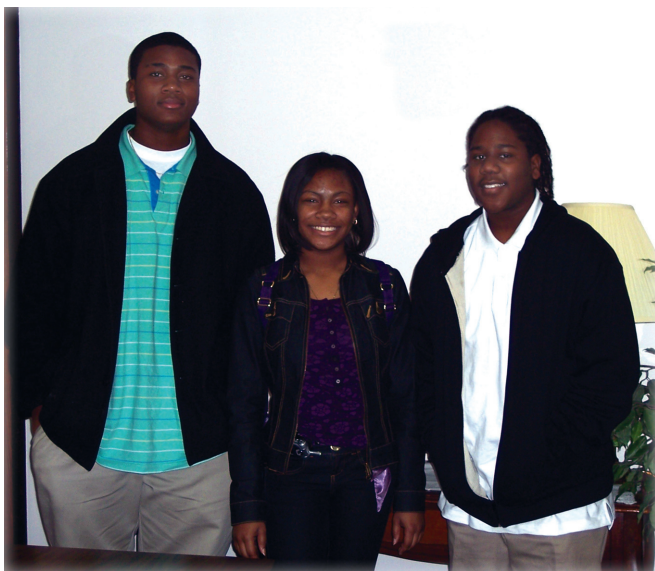
The Health Career Education Resources in South Carolina website is an electronic database that contains information about agencies and organizations that support the preparation of minorities and underserved residents of South Carolina who are interested in exploring or pursuing professions of healthcare. The website is made possible through the support of The Duke Endowment. Access the HCEC website at <http://ahec.library.musc.edu/hcer>.



## Pee Dee AHEC Students Attend Role Models in Medicine

The 19th annual *Role Models in Medicine* program was held on Friday, February 1, 2008 at the University of South Carolina School of Medicine's Veterans Administration Campus in Columbia. This program was developed to generate enthusiasm among high school students with interests in careers in medicine. The day consisted of scientific demonstrations facilitated by fourth year medical students, an extensive tour of the campus and networking opportunities with students, faculty and staff at the medical school.

Several high school students from both North and South Carolina were in attendance at the program. Among them were Pee Dee AHEC Health Career Program participants Kyle Bruce, Caleb Carter and Javae McWhite, all sophomores at Wilson High School in Florence, SC.



*Kyle Bruce, Caleb Carter and Javae McWhite participated in the Role Models in Medicine Program from the Pee Dee AHEC Region*

The program opened with a welcome, information and general Q&A session led by Joshua T. Thornhill, IV, M.D., who is the Associate Dean for Clinical Instruction at USC. This was a time for the students to get a general overview of what medical school entails, including admission requirements, curriculum, costs, financial aid and assistance grants. The students were able to ask Dr. Thornhill questions and gain insightful suggestions about admissions, affording the cost and succeeding in medical school. During this time, students were also introduced to several first year medical students who served as tour guides.

The students participated in three medical presentations that highlighted different classes and specializations of the medical

school. The first presentation was in the physiology lab where they were able to touch and handle plasticized human organs and body parts as a fourth year medical student described their medical abnormalities. The next presentation was with ultrasound machines. The students were able to learn about various uses and practice the techniques on each other and themselves. The last presentation was in the neurology lab where fourth year students discussed the structure and function of the brain. Students were also able to touch a human brain.

Overall the program was a great success and the students greatly enjoyed themselves. They were able to learn about the process of admission in and experience the medical school atmosphere while adding to their skill sets.

For more information on the *Role Models in Medicine* program or the University of South Carolina School of Medicine, contact Lynn Heard at (803) 733-1531.

## Mock Disaster, Real Results

Photos: Fourth-year medical students Guy McClary, left, Meg Carter and Chris Cutshall transport an inflatable disaster training mannequin as part of an unplanned drill simulating a disaster held March 14 at MUSC's Horseshoe.



They were among 60 medical students participating in the interactive learning event developed by Division of Emergency Medicine faculty in conjunction with the South Carolina Area Health Education Consortium and hosted by the College of Medicine's Internship 101 program.

Participating students began their disaster training with didactic instruction that recognized communication technologies and protocols, personal safety, assessing scene hazards and communications during a public health emergency. Later, students tested their competencies in a mock exercise where they practiced the START



triage system, learned about mass decontamination, lifting and moving patients, and other protocols.



*Announcement originally ran in The Catalyst on March 21, 2008.*

## Medical Reserve Corps Trainings Provide Training Across State

South Carolina DHEC has coordinated with the South Carolina AHEC to provide basic disaster training for all SC Medical Reserve Corps (MRC) volunteers. The mission of the MRC is to improve the health and safety of communities across the country by organizing and utilizing public health, medical and other volunteers. MRC volunteers include medical and public health professionals such as physicians, nurses, pharmacists, dentists, veterinarians, and epidemiologists. To become a MRC Volunteer, contact Deborah Derrick, Volunteer Coordinator at (803) 898-4472 or [derricksd@dhec.sc.gov](mailto:derricksd@dhec.sc.gov). The MRC training consists of two, one-day sessions. The initial session includes classes on what it means to volunteer, ethical considerations, triage for mass casualty incidents, and psychological first aid. The second session looks at the Incident Command System (ICS), legal considerations, and a Point of Distribution (POD) exercise. Nursing, Counselor, Social Worker, AHEC and CME Credits are available, but must complete both sessions to be eligible. MRC training will be offered at several locations around the state on different dates (listed below). MRC Volunteers can register at: [http://academicdepartments.musc.edu/preparedness/mrc\\_registration](http://academicdepartments.musc.edu/preparedness/mrc_registration).



### Session 1:

May 17 (Sat)	Port Royal
May 22 (Thurs)	Conway
June 7 (Sat)	Greenville/Spartanburg
June 18 (Wed)	Charleston

### Session 2:

July 19 (Sat)	Greenville/Spartanburg
August 15 (Fri)	Florence

For more information on the training syllabi and agendas, visit: [www.scahec.net/prepares/courses/mrc.html](http://www.scahec.net/prepares/courses/mrc.html).

## Pee Dee AHEC New Team Member

On December 17, 2007, Shannon Mulvaney joined Pee Dee AHEC as the Health Careers Program Coordinator. Prior to joining the AHEC team, Shannon was an Admissions Counselor for Coastal Carolina University where she received a Bachelor in Science in Marine Science. Shannon is currently working on her Masters of Education degree in Adult Education at East Carolina University.



From middle school to college, Shannon participated in the Wake AHEC Health Careers Program in Raleigh, NC and she is familiar in the workings of AHECs. In addition, she brings with her experience in recruiting and career counseling.

Welcome aboard Shannon. She can be reached at [SMulvaney@mcleodhealth.org](mailto:SMulvaney@mcleodhealth.org).

## Hurricanes, Influenza, Terrorism...

### ARE WE READY FOR THE NEXT HIT?

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personnel, Medical Directors and  
all others involved in the first few  
hours/days following any disaster.

**FOR REGISTRATION INFORMATION, CONTACT:**  
Upstate AHEC  
(864) 349-1160



## Evidence of Excellence

**April 10-11, 2008**  
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### *Featured Speakers:*

Edward Beard, CNO of Catawba Valley Medical Center  
Kathleen Stolzenberger, National Expert on Evidence-Based Practice  
Stephanie Burgess, Associate Dean for Nursing Practice, USC College of Nursing

Registration Information Online: [www.scahec.net/magnet.html](http://www.scahec.net/magnet.html)  
Additional information can be obtained by calling: (843) 792-4433



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### CALL FOR ARTICLES:

The editorial staff of "South Carolina AHEConnects" welcomes the submission of articles, success stories and upcoming events for the Summer Edition.

Please forward information, articles and photos to Ragan DuBose-Morris at [duboser@musc.edu](mailto:duboser@musc.edu). The deadline for submissions is May 9, 2008.

South Carolina Area Health Education Consortium

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